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ABSTRACT

This Child Development Associate (CDA) module, the fourteenth in a series of 16, suggests ways concepts can be taught by involving preschool children in carefully planned classroom cooking activities. Designed for bilingual/bicultural preschool teacher trainees, the module provides tips on food preparation as a learning experience. Required materials, equipment and safety rules are indicated and a guide to planning and presenting cooking activities, including four sample lessons, is provided. The module includes 28 recipes (ranging from gorditas de manteca to marshmallow popcorn balls), techniques and activities for following up and reinforcing cooking experiences and several Spanish songs, rhymes and riddles. This module focuses on specific behaviors that directly relate to CDA Competencies 1 and 2. (RH)

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TEACHING CONCEPTS TO YOUNG CHILDREN THROUGH CULTURAL COOKING EXPERIENCES

BILINGUAL/BICULTURAL

CHILD DEVELOPMENT ASSOCIATE

PILOT PROJECT

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MODULE XIV

PS010540

Our Lady of the Lake University of San Antonio

San Antonio, Texas

TEACHING CONCEPTS

TO

YOUNG CHILDREN

THROUGH

CULTURAL COOKING

EXPERIENCES

Teresa R. Smith

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A C K N O W L E D G E M E N T S

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PREFACE

Finding new and exciting ways of introducing and reinforcing concepts is an essential characteristic of a competent teacher. Providing cooking experiences in the classroom helps a teacher to do just this.

This module, "Teaching Concepts to Young Children Through Cultural Cooking Experiences," was developed because a need was observed for teachers to be able to teach concepts to children in a fun and innovative way, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjuction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation, reinforcement and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are...

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An ability to observe specific child behaviors.
4. An understanding of the cultures of the children.
5. An awareness of the special needs of individual children.
6. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE I.- Set Up and Maintain a Safe and Healthy Learning Environment

Functional Area: Safety

COMPETENCE II.- Advance Physical and Intellectual Competence

Functional Area: Cognitive

This module is fourteenth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA PIlot Training Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

Module I	Learning to Observe Young Children in a Bilingual-Multicultural Environment
Module II	Getting To Know and Like Myself Better
Module III	Planning Effectively for Young Children in a Bilingual-Multicultural Environment
Module IV	Creating a Bilingual-Bicultural Learning Environment for Young Children
Module V	Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment
Module VI	Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment
Module VII	Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment
Module VIII	Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment
Module IX	Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment
Module X	Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment
Module XI	Teachers Planning and Working With Parents From a Bilingual-Multicultural Community
Module XII	Juegos - Cuentos - Cantos - Y - Rimas
Module XIII	Artesanias Mexico - Americanas
Module XIV	Teaching Concepts to Young Children Through Cultural Cooking Experiences
Module XV	Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment
Module XVI	Helping Young Children Develop a Positive Self-Concept

The competencies that a trainer, academic instructor, or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the treachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. The ability to work with adults in an academic situation.

P R E - T E S T

1. List at least six social and self-help skills that a child in your class may learn as a result of providing him with cooking experiences.

2. Write a detailed lesson plan describing the process you would follow in teaching at least one basic concept through a cooking experience.

3. List at least five cooking activities that you could do in the classroom that would be culturally relevant to the Mexican-American child.

G L O S S A R Y

An understanding of the following words will help you better understand the content of this module.

Buñuelo -- a flat and round pastry that is sweet and puffy.

Calabaza -- pumpkin

Cominos -- a seed that is used to spice and add flavor to Mexican dishes.

Cooking Experience -- a learning experience in which the actual preparation of food takes place in the classroom.

Gorditas de Manteca -- small, corn tortillas with bits of fat mixed in with the masa.

Manteca -- grease or animal fat.

Masa -- dough for tortillas.

Molcajete -- a tool made of stone and used for grinding

INTRODUCTION

The preparation of food is a meaningful activity for young children and one which is not difficult to provide for in a pre-school setting. Cooking is fun, but it is also an important teaching tool. Of all the activities one can provide in pre-school, this is one which every child can identify with. It also elicits special feelings. Children have had intense feelings about the people who feed them and the attitudes surrounding food. This is an area that lends itself prefectly to enhancing the child's self-concept by cooking cultural foods that the child is used to eating at home. Thus linking home and center.

In spite of having repeated daily experiences with being fed, children often have not had the realistic opportunity of helping in the preparation of food. They need concrete experiences in understanding the magic that seems to take place and in relating the package in the supermarket to the row products on the farm. City and suburban children are unfortunate in that it is much more difficult for them to understand the origins of common agricultural products. A country child has natural everyday experiences with growing things, changing seasons, and the interrelationships of these. By making cooking an important activity in pre-school, we can help children gain some of these same understandings. For this reason the cooking activities should be planned with care to include meaningful, interrelated steps.

Food has special meaning to some children. Those who have come from economically deprived circumstances, where there has been an actual hardship, have had a particular need to know what there is to eat and that there is enough of it. These children will bring with them certain strong feelings about being sure everyone has a share and will probably be concerned about wasting food.

Consequently food for the very young child sometimes is closely equated with love. If the child has felt a lack of understanding or love, he may possibly have developed an overly great concern for the availability of food. Becoming active in preparing food will be an important experience for such a child. Learning to cook something and discovering that he really knows how, will be helpful. Learning to measure, count and predict how much is needed will help him tremendously. Your positive approach to the situation will be reassuring to him.

Children have observed adult activities at home and often have been told to stay out of the way or not to bother mother until she is finished. Cooking in school gives the child an opportunity to try out adult roles.

Cooking is meaningful work, and the child can proudly point to the product as something worthwhile which he has made or done. The group can enjoy the food at snack, at mealtime or invite another group to a party. They may even take some of the food home and in this way inform the parents of their cooking experiences. Besides these aspects of identification with adult activities and actual food preparation there are various important concept learnings in well planned

cooking activities:

a. Feeling pride and a sense of acceptance about the cultural foods eaten at home
b. Working together as a team with other children and the teacher
c. Learning to follow and interpret a recipe
d. Following directions in a certain sequence
e. Getting ideas from books
f. Learning about quantity and weight and measure
g. Developing new vocabulary
h. Keeping time --watching a clock or timer
i. Seeing changing forms of ingredients when combined, heated or cooled.
j. Learning basic principles of good nutrition
k. Experiencing typical Mexican-American foods that may not be a part of the child's diet

The first experiences should be of the simplest kind, one or two step activities which do not include heat or elaborate steps. Consider making guacamole. This is a good activity because several indgredients are needed, exact quantities are not too important, children can take turns mashing the avocado in the molcajete and there is not too much waiting time. The first time the guacamole is made, you may show the child the ingredients and simply say, "This is what we will need." If you wish to make guacamole again, you may encourage the children to decide what is needed, walk to the store to buy the things, and tell you how to prepare the guacamole.

When the activity is presented more than once, you may review with the children in converstaion what they used, how they did it, what came first,

what came next, etc. You may talk afterwards about what was needed and about each child's part, thus helping to retell the sequence of the activity and thus teaching time concepts. But you should not feel it is necessary to push every activity to this conclusion, some should be done just for the sake of cooking itself and for the enjoyment of the food.

A word of caution! Many children have been taught never to touch a stove, never to interfere when mother is busy in the kitchen. We do not want to undo these habits in a way that would put the child in conflict with home standards. But it is possible to develop the idea that, with reasonable precaution, things can be done safely. Explain to the parent that working with appropriate equipment at the child's height and under supervision is different from standing up on a chair and reaching to an adult stove. If a mother is especially concerned about safety, invite her to help at school. She will see what can be done and may be able to relax her home standards as well. Of course this presupposes all necessary safety precautions, e.g., protection from such hazards as having too many children pushing to see.

You should try the recipe first, before presenting it to the children. You should be aware of the number of steps involved and subtle little things that can be done to make the end result successful. Then you will be able to anticipate the points at which the children might have trouble.

Not all children will like all foods. Some will enjoy the cooking process but will not want to taste the product. If they have had fun in preparation, they may not feel they should enjoy eating the foods. Children who enjoy eating usually encourage those who are less interested in trying new foods.

Parents may show legitimate concern if children eat too many sweet and filling things just before a mealtime. The activity should be planned so it is finished and eaten before an up coming meal. The activity of cooking is sufficient excitement, large quantities of food are unncecessary. A taste is plenty.

For the children, the activities of peeling, cutting, taking out seeds, are all educational. Fruits and vegetables can be tasted raw, and some can later be boiled or stewed. This can lead to many related discussions about how different foods look when raw, and when cooked, and how they feel and taste as well. A good example of this is making "caldo," or homemade soup. This is a food that is commonly cooked in a Mexican-American home. Children can classify and categorize the vegetables. They can learn about color and textures, but most important they will learn that the food prepared at home is also reinforced at school.

Always remember when planning cooking activities to work out a sequence of steps in your mind:

1. Plan a series of cooking projects which gradually become more complex.
2. Encourage children to talk about what they are doing and relate it to home experiences.
3. Ask children and their mothers for ideas about things to make.
4. Whenever your project can begin by having a few of the children walk to the store for the supplies, you have enriched the children's experience.

Encourage discussion of what has been done. As a teacher, keep in mind the number of different kinds of concept learnings involved in cooking, -- science, math, language arts, understanding more about cultural and home activities-- but do not feel that a lesson or a moral must be derived from the activity. Above all, enjoy the cooking experiences with the children. Use these suggestions and recipes to provide a happy, relaxed atmosphere for you and the children. So, cheers! Here's to you' Good eating! Good health!

BENEFITS OF PROVIDING CLASSROOM COOKING EXPERIENCES

When we cook with children in the classroom, we are actually making learning possible through many of the child's senses. This learning encompases the various skills that are crucial for the child to develop during the early years.

The child can learn, first of all, by seeing how a particular food is prepared. This can help the child develop both cognitive and visual discrimination skills. If the child learns the steps involved in the preparation of food, he is developing cognitive skills. The child develops language skills if the teacher asks the child questions about what she is doing.

Second, the child can learn tactilly by taking part in the actual preparation of a certain food, e.g., making gorditas (each child can spread out his piece of dough with a rolling pin and the teacher will cook each child's tortilla). The activity can help the child develop both motor and social skills. The act of rolling out the dough, helps the child to develop gross and fine motor skills. Working together helps the child to develop social skills.

Third, the child learns through the sense of smell while the food is being prepared. This helps the child develop cognitive skills if he can identify a certain food by the smell alone. In this way, he is also learning by a discovery method.

Last, and perhaps most important is cooking foods which are characteristic of a child's culture. This helps the child develop a positive self-concept by giving him a sense of pride that what he eats at home is valued by his teacher at school.

Cooking can indeed be a valuable teaching tool and the benefits of cooking in the classroom are many:

The child will.....

Be able to handle kitchen utensils safely

Be able to select foods for better nutrition

Be able to name differences in raw and cooked foods.

Be able to tell the effects of heat and cold

Name different fruits, vegetables and meats.

Try out foods that were prepared in the classroom

Work together as a team with other children and the teacher.

Follow directions in a certain sequence

Follow and interpret a recipe

Compare quantity of different ingredients

Use new vocabulary learned in the lesson

Tell how foods he eats are nutritious

MATERIALS AND EQUIPMENT NEEDED FOR CLASSROOM COOKING EXPERIENCES

Certain things are essential to have in a classroom when planning cooking experiences with the children. However, flexibility is an important characteristic for the teacher to possess. The teacher must be able to make do with what she has available and many times she must improvise and substitute one thing for another. The following items are good to have in order to share some fun cooking experiences with the children.

1. Electric hot plate
2. Large plastic bowls
3. Small plastic bowls
4. Spoons (different sizes)
5. Molcajete
6. Plastic forks and knifes
7. Rolling pins
8. Plastic measuring cups
9. Plastic measuring spoons
10. Waxed paper
11. Paper napkins
12. Cookie sheets

Most schools do not have access to all of these ar first but can gradually accumulate them. In the meantime, parents can be asked to lend the things needed for a particular project. Most schools do not have a real stove. A portable hot plate and a portable table top oven are really better because they can be placed at a safe, low height for children while in use and removed from the classroom when not in use. If a refrigerator is not available, the ingredients can be bought just before they are to be used.

SAFETY RULES FOR CLASSROOM COOKING EXPERIENCES

It is of vital importance that the teacher establish certain safety rules that are to be observed by the children before beginning any cooking activity.

1. Place the hot plate on a table at a safe distance from the children with the cord safely out of the way.
2. Have a small group of children sit close enough that they may observe the activity, but far enough that they may not burn themselves.
3. Don't let children handle knives.
4. Don't let children crowd around the activity where they may push each other.

NOTE: If possible have a parent volunteer assist with observing that all children are at a safe distance from the cooking activity.

PLANNING AND PRESENTING CLASSROOM COOKING EXPERIENCES

Presenting a cooking activity is more than bringing several ingredients to the classroom and cooking them. Actually, there are many things involved in presenting a cooking activity in the classroom. The teacher must plan ahead of time what she will cook, what concepts she will teach, what ingredients she will need, and how she will arrange the furniture in the room. The materials need to be organized and arranged on a table low enough for the children to be able to see. The children need to be seated so that they can see and at a safe distance from the hot plate (approximately three to four feet away). Describe simply the process involved as you are preparing and mixing the ingredients. As you get into the actual process of cooking, ask the children questions to get them to describe what is happening. Allow each child to actively participate in at least one way. When the activity is finished, be sure to say a concluding statement about the activity.

The following sample lessons present four different cooking activities. They serve as examples on how to prepare and present a cooking activity in the classroom.

Tortillas de Harina

Objective: For the child to observe the process involved in making flour tortillas, and allowing him to actually knead and roll out his own tortilla.

Materials:

electric hot plate
waxed paper
rolling pin
griddle (pancake)
large spoon
large plastic bowl
paper napkins

1 cup flour
3/4 tsp. salt
3 level Tbs. shortening
pinch of baking powder
butter (optional)

NOTE: Before beginning lesson have all children wash their hands.

Procedure: Seat the children in a semi-circle on the floor. Have the hot plate, materials and ingredients on a table in front of the children. Explain to them that today you are going to show them how to make "tortillas de harina." Tell everyone to watch carefully because each one is going to have the opportunity to make his own tortilla.

Put all ingredients (except butter) in the bowl. Mix ingredients with large spoon to form a dough. Once ingredients are mixed, knead dough until smooth. Take a small portion and form a ball, then flatten into thick pattie, place pattie between two sheets of waxed paper and roll out with rolling pin. Connect hot plate, place griddle on top and allow it to get hot. Place tortilla on griddle and cook (when golden yellow on each side, tortilla is done). Show the children and ask them questions, e.g., "What are we cooking? What is the tortilla made of. Does your mother make tortillas? Do you want to make

a tortilla too?"

Following the same procedure described above, let each child make his own tortilla de harina. When everyone has finished, place tortilla on napkin and permit each child to eat his.

Conclusion — Briefly describe the activity that you did with the children.

Vocabulary:

Flour tortilla	tortilla de harina
rolling pin	palote
griddle	comal
hot plate	parrilla

Gorditas de Manteca

Objective: To acquaint the child with the actual cooking process and the taste of a typically mexican tortilla, the "gordita de manteca."

Materials:

masa	electric hot plate
water	griddle
pure lard	bowl
margarine	napkins

Procedure: Seat the children in a semi-circle on the floor at a safe distance from the hot plate. Turn the hot plate on and allow to get warm. Show the children the masa and tell them that today they are going to make "gorditas de manteca." Explain to them that you are going to mix the masa with water, salt and pure lard. Also that each one will get a tortilla, but that first you will show them how to flatten out a little ball of dough to form a gordita.

Mix masa and water, adding salt and pure lard. As you do this name each of the ingredients. Take a small portion of masa and shape into a ball, then pat to form a gordita or thick pattie. Give each child a portion of masa and ask them to make a gordita like the one you made. When they have finished, place gorditas on griddle and cook. Ask children to watch carefully because the gorditas are going to turn golden brown. Once they have cooked, give to the children to eat. Be sure to explain to the children step-by-step every thing you are doing as you go along.

Conclusion: Ask questions, e.g., "What did we learn to cook today? What did we put in the masa to make gorditas? Where did we cook the gorditas?"

Vocabulary:

tortillas	gorditas de manteca
dough	masa
margarine	margarina
animal fat	manteca

El Molcajete

Objective: For the child to become acquainted with and experience using the traditional grinding tool, the "molcajete."

Materials:

molcajete	bag of doritos
whole cominos	plastic knife
avocados	napkins

NOTE: Cominos and avocados are used to allow the child to feel the difference between grinding something hard and something soft.

Procedure: Seat yourself and the children in a semi-circle on the floor. Have the molcajete, the spices and the avocados next to you. Show the children the molcajete and tell them what its called, e.g., "This is a molcajete." Demonstrate for the child how the molcajete is used. Show the child the actual grinding motion. Pass the molcajete around to each child and have him imitate the grinding motion. Tell the children that this is something that is used to grind spices, seeds, etc. Ask them who has seen one before? Who has seen their mother use it? What she used it for?

Explain to the children that they too are going to have the opportunity to use a molcajete. Show the children the comino seeds. Tell them what they are called e.g., "These are called cominos." Put some comino in the molcajete and grind them a little. Add some more and pass the molcajete around to each child allowing him to grind some cominos. Ask the children questions: "What are you grinding? Are the cominos soft or hard? With what are you grinding the cominos?"

Repeat the procedure with avocados and have each child take a turn grinding or mashing the avocados. Ask the children: "What are you mashing? Is it soft?"

El Molcajete

When each child is finished, spread a little avocado on a dorito and give to the children to taste.

Conclusion: Ask the children to name what they are eating. "What did we use to mash the avocado?"

Vocabulary		
	molcajete	molcajete
	cumin	comínos
	avocados	aguacates
	soft	suave
	hard	duro

Christmas Buñuelos

Objective: For the child to savor, enjoy and become acquainted with the typically mexican pastry, "buñuelos."

Materials:

- electric hot plate
- oil
- 1 c. sugar
- 2 tsp. cinnamon (combine these last two ingredients)
- 2 eggs
- 2 tsp. sugar
- 1/8 tsp. salt
- 1 c. milk
- 1 c. flour

Add sugar to slightly beaten eggs, then add milk. Sift flour before measuring, then together with salt, stir into first mixture and beat until smooth (to consistency of heavy cream). Fry as directed.

Use of Hot Iron: Place approximately 3 inches of oil in frying pan and heat. Immerse iron in oil until thoroughly heated, lift iron out, shake excess oil, and dip into batter (dip only to depth of the form), now proceed to dip into oil again. When foamy bubbling stops and/or buñuelos are delicate brown, lift iron out of oil and remove buñuelo from iron. Cool on paper towel. Reheat iron as necessary in the hot oil before making more buñuelos. When buñuelos are cooled, sprinkle with sugar and cinnamon mixture.

Procedure: Have batter already prepared before you begin the lesson. Seat the children at a safe distance from frying pan and in a semi-circle. Place oil into medium size saucepan; heat until slightly smoking and proceed with the process as is called for and described in recipe above. As you make the pastry, tell the children exactly what you are doing. Name the pastry "buñuelos," as you prepare it and have the children say it after you. Also mention that everyone will get to eat a buñuelo once you have finished cooking them. When the buñuelos are ready, give one to each child, and talk about the buñuelos with the children.

For example, during the lesson procedure you may show the children the different shapes of buñuelos: "I am going to put this star (or flower, circle, etc.) in this liquid --point to batter. Now I am going to put this star in this hot oil. The star is going to cook. When it it golden brown it is ready to take out of the hot oil."

Conclusion — Ask the children what they are eating, if they like the buñuelos.

Vocabulary

buñuelos	buñuelos
cinnamon	canela
sugar	ázucar
flour	harina
shapes of buñuelos	forma para buñuelos
star	estrella
circle	círculo
flower	flor

RECIPES FOR CLASSROOM COOKING EXPERIENCES

The following recipes may be helpful to you in your classroom.

GORDITAS DE MANTECA

masa ("Masa Harina")
water
pure lard
margarine
electric hot plate
griddle

Mix masa with water, salt and pure lard according to direction on the "Masa Harina" package. Work with the dough. Make small balls. Roll out each ball and place on griddle over hot plate to cook.

DULCE DE CALABAZA

5 lbs. sugar
1 small pumpkin

Slice pumpkin, remove the seeds, and peel. Cut slices in squares. Soak in lye water overnight. Dissolve sugar in a large pan of water. Bring to boil. When the sugar turns into syrup, lower heat flame. Put pumpkin into syrup, cook until crystal-like. Remove from pan and place on wax paper to cool.

CHAMPURRADO

*Pinolillo
Cocoa
Corn
milk
sugar

Put a little water in a sauce pan. Bring to boil and add 1 tbsp. of pinolillo. Mix and add one cup of milk. Bring to desired thickness. For more, multiply recipe. Serve hot or cold.

*Pinolillo is masa bought at a "Molino" (finely ground)' For 2 cups of masa add about 1/2 cup sugar and 1/4 cup cocoa.

GUACAMOLE

Molcajete
Avocados
Tomato (diced)
salt
(Doritos)

Peel avocados, cut up and put in the molcajete. Mash avocados, add diced tomatoes and salt.

TORTILLAS DE HARINA

1 cup flour
3 level Tbps. shortening
3/4 tsp. salt
A pinch of baking powder
4 Tbps. very hot water

BUÑUELOS

1 cup flour
1 cup milk
½ tsp. salt
2 tsp. sugar
2 eggs slightly beaten

2 tsp. cinammon } combine
1 cup sugar }

APPLESAUCE

1/4 cup liquid (fruit juice or water)
4 apples, cut in eighths
1/4 cup sugar
1/8 tsp. cinammon
1/4 cup cinnamon candies may be substituted for sugar and cinammon called for in recipe.

Put liquid and four or five pieces of apple into blender container, cover and process at PUREE until smooth. Push BLEND button, remove feeder cap and add remaining apples, a few at a time. Add the sugar and cinnamon or the cinnamon candies.

NOTE: Add 2 tsp. ascorbic acid powder (fruit fresh) to keep fruit from darkening.

FROSTED TREATS
(Will need and electric hot plate)

½ cup margarine
3 cups miniature marshmallows
5 cups crisp rice cereal
Chocolate icing (in can)

Melt margarine in 3-quart saucepan over low heat. Add marshmallows; stir until melted and well-blended. Remove from heat. Stir in cereal until well coated; press into a 9-inch square pan. Cool and frost. Cut into squares.

CHILE CON QUESO

* 1 # 303 can tomatoes with chiles
1 2 lb. pkg. Velveeta cheese, grated

Empty tomatoes into a 2-quart saucepan; heat to boiling. Add cheese, 1/3 at a time, stirring until smooth. Serve in a bowl with fritos.

* Plain stewed tomatoes may be used if preferred.

MINIATURE PIZZAS

canned biscuits (1 or 2 cans)
1 pkg. long horn cheese
1 can of tomato sauce
small pkg. oregano

Grate the cheese first Then roll out each individual biscuit to form a small circle. Put a small amount of tomato sauce on the flattened biscuit, enough to cover the top. Sprinkle the cheese and then the seasoning.

Grease a cookie sheet and place the pizzas on it. Place the pizzas in a 425° oven for 8 to 10 minutes, until golden brown. Serve immediately.

CINNAMON TOAST

4 slices hot butted toast
2 tablespoons sugar
1 teaspoon cinnamon

Mix the cinnamon and sugar in a small dish or jar. Sprinkle over the toast and serve while still warm.

SUPER QUICK WAFFLE TREAT
(Serves 2 or 3)

3 frozen waffles
1 pint vanilla ice cream
syrup

Toast the waffles until they are browned and warm. Add a scoop of ice cream and top with syrup.

HOT DOG SPECIAL

4 Weiners
4 slices bacon
4 slices American cheese
8 thoothpicks (wood)

Prepare your hot dogs and cheese: slit the hot dogs lengthwise, but do not slice through. Cut all four cheese slices at once into 4 wedges. Stuff the cheese wedges into the hot dogs and wrap a slice of bacon around to hold the cheese in. Fasten the ends of the bacon with toothpicks and bake in a 400° oven until bacon is crisp.

ICE CREAM SNOWBALLS

1 pint ice cream (any flavor)
½ cup shredded coconut
cherries
chocolate sauce

Pour shredded coconut into a small bowl. With an ice cream scoop, dip out balls of ice cream and drop, one at a time, into the coconut. Roll around to coat evenly. Serve in dessert dishes and dribble chocolate sauce over the top. Dot with a cherry.

LIMEY FLUFF

1 package Lime Gelatin
Minuature marshmallows

Make a layer of miniature marshmallows in the cups of a muffin tin. Prepare gelatin as package directs. Pour over marshamallows and refrigerate until gelatin is set. Run warm water over bottom of muffin tin for just a minute when ready to serve, limey fluffs will fall out easily.

BLACK COW

Vanilla Ice Cream
Root Beer (Ice Cold)

Put two scoops of vanilla ice cream into two tall glasses. Slowly fill the glass with root beer.

BANANA SMOOTHIE SHAKE

1 ripe banana
1 cup milk (cold)
½ tsp. vanilla
1 scoop vanilla ice cream

Peel the banana and mash with a fork in a bowl. Add the milk and vanilla and beat until well mixed. Pour into a tall glass and float a scoop of ice cream on top.

MOBY DICK

Vanilla Ice Cream
Grape Soda

Put a scoop of vanilla icecream in a large glass and fill with grape soda.

CARAMEL APPLES

6 or 7 small apples
2 Tbsp. cold water
14 oz. package caramels
Wooden sticks for each apple

Wash and dry apples and put a stick into the stem end of each. In a saucepan over low heat, melt the caramels in water. Stir until caramels are a smooth sauce. Holding the apples by the sticks, dip them into the caramel sauce turning them around to coat evenly. Scrape the bottom of the apples with a knife to remove excess caramel. Place the apples on a greased cookie sheet and chill in the refrigerator until caramel is firm and apples are chilled.

FINE MINUTE FUDGE

6 oz. can evaporated milk
1 2/3 tsp. sugar
1/2 cup chopped pecans
1 1/2 cup miniature marshmallows
1 1/2 cup Semi-Sweet chocolate bits
1 tsp. vanilla

In a medium saucepan mix evaporated milk, sugar and salt. Heat to the boiling point, but do not boil. Reduce heat and simmer for 5 minutes. Remove from heat and add pecans, marshmallows, chocolate bits, and vanilla. Stir until smooth. Pour into a greased 9-in. square cake pan. Cool and cut into squares.

CHOCOLATE ANIMAL CRACKERS

1 Box Animal Crackers
1 package Semi-Sweet chocolate bits
1 Tbsp. vegetable shortening
(Do Not Use butter or margarine)

Melt chocolate bits and shortening in a saucepan over low heat. Stir until smooth. Dip animal crackers into chocolate and lift out with a fork. Place on waxed paper to harden.

PEANUT BUTTER

Pour 2 cups salted roasted peanuts into blender container. Cover and blend to desired consistency. Use rubber spatula to keep the ingredients around the processing blades. A very small amount of peanut oil may be used to make blending easier.

KOOL-AID PUNCH

6 pkg. unsweetend Kool-Aid
2 cups sugar
1 46 oz. can pineapple juice
1 to 1 1/2 gal. water

Mix all ingredients, add enough ice to cool. Yield: 50 cup servings.

HOT APPLE PUNCH

1 pkg. cinnamon red hots
4 qt. apple juice
1 46 oz. can pineapple juice

Heat red hots in apple juice to dissolve. Add pineapple juice. Serve hot. Yield: 40 servings.

HOT SPICED PUNCH

3/4 cup instant tea
1 1/4 cup sugar
1 18 oz. jar Tang
1/2 3 oz. pkg. instant lemonade mix
1/2 tsp. cloves
1 tsp. cinnamon

Mix all ingredients thoroughly. Add 3 teaspoons mix to each cup boiling water. Combine 1/3 cup mix and 1 quart boiling water to make 1 quart. Yield: 4 cups

HOT CHOCOLATE MIX

1 cup instant cocoa
½ cup powdered sugar
¼ tsp. salt
½ cup powdered cream
4 cups powdered milk

Mix all ingredients. Place in jar, cover. Use 6 tablespoons mix to 3/4 cup boiling water for each cup hot chocolate. Yield: 15 servings.

NO BAKE COOKIES

1 cup sugar
2 eggs, slightly beaten
1 tsp. vanilla
½ tsp. salt
2½ cups Rice Krispies
Powdered sugar

Cook sugar and eggs in skillet over medium heat until mixture thickens and leaves side of pan. Remove from heat. Add vanilla and salt; stir in Rice Krispies. Press into balls. Roll in powdered sugar.

MARSHMALLOW POPCORN BALLS

1 stick margarine
1 pkg. miniature marshmallows
1 tsp. vanilla
Red or green food coloring
4 qt. popped popcorn

Melt margarine in top of double boiler. Add half the marshmallows. Cook for 5 minutes or until completely melted; add remaining marshmallows. Heat until completely melted; add vanilla and food coloring. Pour over popcorn. Press into balls. Yield: 18 balls.

TECHNIQUES AND ACTIVITIES FOR EXPANDING CLASSROOM COOKING EXPERIENCES

There are many activities that can be planned to follow up and reinforce the cooking experiences that you have done with the children in the classroom. These activities can be presented at any time during the year regardless of what unit or theme you are covering. The following suggestions may be of help in planning for your children.

1. Have a tasting party and taste different kinds of foods.
2. Take a trip to a local supermarket
3. Take a trip to a restaurant
4. Talk about food and its importance
5. String colored macaroni
6. Make clay vegetables and fruits
7. Discuss pictures and colors of foods.
8. Cut foods you like from magazines
9. Take a trip to a Mexican bakery
10. Play circle game: stand behind fruit; walk in a circle until music stops. Describe color of food in front of you.
11. Take a trip to a tortilleria
12. Take a tour through the school cafeteria or kitchen

13. Discuss pictures of food from a magazine and compare them with the real food.

14. Practice table manners following discussion of picture in which children are eating

15. Classify food pictures cut from magazines according to fruits, vegetables, meats, etc.

16. Role play the grocer and the customer in the classroom "grocery store"

17. Smell and taste different foods

18. Role play a waitress and a waiter and a customer in the classroom "cafe"

19. Play guessing game in which foods are placed in a sack and a child, with eyes closed, identifies a food by feeling it.

20. Cut pictures of foods from magazines and paste foods on a paper plate.

21. Role play the mother serving breakfast, lunch and dinner.

22. Bring foods and match to pictures of animals which give us these foods.

23. Read "Vamos al Supermercado," Taylor Publishing Company

24. Chill whipped cream. Pour in jar and tighten lid. Let children take turns shaking it to make butter. Pour off residue, add salt, spead on toasted bread to make buttered toast.

25. Gardening --growing vegetables. Even in a city classroom a few radishes or a tomato plant or some lettuce could be grown in a sunny window.

26. Conversation time --where foods come from, how they are grown, prepared, packaged, transported, sold and kept in the home.

27. Make juice, starting with fresh oranges or lemons and limes. Let children measure and add sugar and water.

28. Make butter, using either an old-fashioned churn or simply by shaking cream in a covered jar.

29. Make ice cream in an old-fashioned freezer.

30. Make soup. Use a packaged dehydrated soup the first time. Later, start from "scratch" with a meat bone; prepare and add fresh vegetables or alphabet letters or all kinds of noodles and macaroni.

    Making soup could be a full week's project if you begin with planning and walking to the store the first day and spend several days working on preparation of the vegetables.

You can stimulate good discussion of the differences in the vegetables, which leads to vocabulary development as the children find good words to describe each. Or play a guessing game to see if the children can identify the different vegetables they have been working on by touch, smell, taste or word pictures by the teacher. On the final day of the project the soup can be eaten in place of fruit juice at juice time, some parents or another group of children could be invited.

32. Make hamburgers. Let each child make his own small hamburger pattie.

Food and cooking can also be reinforced through songs, fingerplays, rhymes, and riddles. These are activities through which a child can further learn about foods. They are activities which the children enjoy and thus they make learning fun.

TORTILLITAS

(Se palmean las manos como si se hicieran tortillas)

Tortillitas, tortillitas,
tortillitas para papá,
tortillitas de harina
para papá cuando está enojado;
tortillitas de manteca
para mamá que está contenta.

CINCO CALABACITAS

Cinco calabacitas sentadas en una cerca.
La primera dijo:
"Se está haciendo tarde;"

La segunda dijo:
"Hay brujas en el aire."

La tercera dijo:
"No le hace."

La cuarta dijo:
"Es una noche de espanto."

La quinta dijo:
"Corramos, corramos."

U-U-U-U hizo el viento.
Y se apagaron las luces.

Esas cinco calabacitas corrieron
a esconderse!

EL SALERO

En él está guardada
la sal con gran cuidado
y lo usas cuando sientes
desabrida tu comida.

EL TENEDOR

Tiene sus dientes largos
lo usamos para comer

LA AZUCARERA

Está en la mesa,
llenita de azúcar
y nos servimos de ella.

EL CUCHILLO

Estoy bien afilado
para que puedas cortar
la carne y el guisado.

LA CUCHARA

Con ella comes la sopa,
el helado, la jalea
y otras muchísimas cosas.

LA CEBOLLA

Fuí al mercado
Y la compré
Vine a mi casa
Y la corté
Y con ellá lloré.

FRUIT - VEGETABLES

Have children form a circle; give each one a plastic fruit or a vegetable. Ask the children on your left, "What do you have?" The child answers, "I have a.... (name of fruit or vegetable)." At a given signal, the children will pass the fruit or vegetable to the left until a stop signal is given. Again ask the same questions as before.

Teacher: "What do you have?" _¿Qué tienes?

Child: "I have a....." _Tengo.....

NOW IT'S TIME TO EAT
(Tune of London Bridge is Falling Down)

Ya es hora de comer, de comer, de comer;
Ya es hora de comer. ¿Qué vamos a comer?

Ya es hora de jugar, de jugar, de jugar;
Ya es hora de jugar. ¿A qué vamos a jugar?

Ya es hora de leer, de leer, de leer;
Ya es hora de leer. ¿Qué vamos a leer?

Ya es hora de hablar, de hablar, de hablar;
Ya es hora de hablar. ¿De qué vamos a hablar?

¿QUE COMER? (WHAT TO EAT?)
(Tune of Brother John)

Hoy es lunes,
Hoy es lunes,
¿Qué comer?
¿Qué comer?
Lunes los ejotes.
Lunes los ejotes.
M-M-M, M-M-M.

Hoy es martes,
Hoy es martes,
¿Qué comer?
¿Qué comer?
Lunes los ejotes,
Martes los camotes.
M-M-M, M-M-M.

Hoy es miércoles,
Hoy es miércoles,
¿Qué comer?
¿Qué comer?
Martes los camotes,
Miércoles las fresas
M-M-M, M-M-M.

Hoy es jueves,
Hoy es jueves,
¿Qué comer?
¿Qué comer?
Miércoles las fresas
Jueves las cerezas.
M-M-M, M-M-M

Hoy es viernes,
Hoy es viernes,
¿Qué comer?
¿Qué comer?
Jueves las cerezas
Viernes el pescado.
M-M-M, M-M-M.

Hoy es sábado,
Hoy es sábado,
¿Qué comer?
¿Qué comer?
Viernes el pescado,
Sábado helado.
M-M-M, M-M-M.

Hoy es domingo
Hoy es domingo
¿Qué comer?
¿Qué comer?
Algo hay de todo,
Y de este modo,
Lunes los ejotes,
Martes los camotes,
Miércoles las fresas,
Jueves las cerezas,
Viernes el pescado
Sábado helado,
¡Ay de mí, ay de mí!

EL FRIJOLITO

Una vainitas muy lindas
de un plantita corté
Después abrí las vainitas,
y frijolitos hallé.

LA MANZANA

La manzana se pasea
por la sala y comedor;
no la comas con cuchillo,
cómela con tenedor.

VENDEDOR DE TUNAS

Vendo tunas frescas,
tunas que corté de mi nopal;
prueba niño de mi fruta
que ella te refrescará.

EL MAIZ

Sembremos con alegría
los granitos de maíz.
En ricas tierras con cariño,
serán un porvenir.

Y ya vemos los maizales
muy alegres.
Los cosecharemos ya muy pronto,
el maíz de nuestro afán.

Probaremos rico pozole
con tortillas que hace mamá,
tamalitos frescos, pinole,
que el maíz nos ofrecerá.

SUGGESTED READINGS

EVERBODY EATS. Mc Burney, Mary. Young Scott Co.

WHAT IS SOUR? WHAT IS SWEET? Holt, Rinehart, and Winston, Incorporated.

THE FISH BOOK. Golden Shape Books, Golden Press Inc.

THE APPLE BOOK. Golden Shape Books, Golden Press Inc.

STONE SOUP. Brown, Marcia, Charles Scribner and Sons, New York, 1947.

VAMOS AL SUPERMERCADO. Taylor Publishing Company.

POST-TEST

1. Plan and carry out a cooking activity that will provide the children in your class with an opportunity to use social and self-help skills.

2. Plan and carry out a cooking activity in which you teach at least one basic concept (e.g., color, shape, size, texture, etc.).

3. Plan and carry out a cooking experience that is culturally relevant to the children in your classroom.

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Cannon, P. Stan, S., Wainwright, A. Zeitz, B. Girls and Boys Easy to Cook Book. Young Readers Press, Incorporated, New York: 1969

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